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ABSTRACT

This newsletter is designed to promote bilingual/bicultural education. Articles in this issue include: "Una Mejor Comprension de la Cultura Hispanoamericans" ("A Better Understanding of Hispanoamerican Culture"), "Portuguese Science Materials," "Comentari Sobre Materiais Portugueses" ("Commentary on Portuguese Materials"), "Will Foreign Languages Still Be Taught in the Year 2000," "Comprehensive Bilingual Education Amendments Act of 1973," and "Foreign Languages--A Strategic National Resource." A list is provided of United States distributors of foreign educational materials in Spanish and Portuguese. The text is in English, Spanish, and Portuguese. (AM)

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PURPOSE: to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries

OBJECTIVE 1: to identify and acquire sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides, and tapes, from foreign countries which could be employed to implement bilingual education in this country

OBJECTIVE 2: to field test these materials in elementary and secondary bilingual-bicultural education classes throughout the U.S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers

OBJECTIVE 5: to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the U.S. and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science

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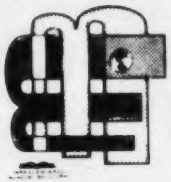
OBJECTIVE 3: to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts

OBJECTIVE 4: to publish a monthly magazine on materials for bilingual education which includes reviews, sample lessons, articles on ideas and issues in bilingual education and outstanding bilingual programs, and lists of: comparable materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts



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As announced in the October issue, Materiales en Marcha will be available only by subscription after January 1, 1974. Each ESAA and ESEA Title VII project will be sent 10 copies unless larger or smaller numbers or mailings to individual staff members are requested in writing. Regrettably, readers not in ESAA or ESEA Title VII projects who wish to receive the magazine for the rest of the fiscal year will be required to subscribe at a rate of $2.50, payable by check or money order to Materials Acquisition Project. All correspondence concerning circulation and subscription should be addressed to Ann Kern.

The last chance to subscribe to Materiales en Marcha is in December and January, after which the only way to obtain it will be to purchase it for $ .50 per copy. Since no similar magazine now exists in the U.S., subscribing may be a means of showing the extent of the nationwide support for bilingual-bicultural education, so everybody who is able to afford it is encouraged to send in a check or money order as soon as possible. As has been said before, if the subscription experiment is a success, then Materiales en Marcha may someday survive on its own, separate from MAP and independent of federal funds. ¡Ojalá!

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If you would like to subscribe to Materiales en Marcha for January-June 1974, please fill out (print or type) the following form, attach a check or money order for $2.50 made out to Materials Acquisition Project, and mail it to Ann Kern at MAP.

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Editores Extranjeros Y Directores Y Distribuidores De Los E.E.U.U. Se Reunen

Por Iris Santos Rivera y Federico Vidaurri

A consecuencia de una serie de reuniones celebradas recientemente en San Diego, es posible que materiales educativos pertinentes a las necesidades específicas de los estudiantes hispanoparlantes de los E.E.U.U. sean producidos en España y México. Las reuniones fueron auspiciadas por MAP y se congregaron representantes de los principales casas editoriales educativas de España y México, así como casas distribuidoras de publicaciones extranjeras en los E.E.U.U. y líderes de la educación bilingüe-bicultural a través de los E.E.U.U.

Después de una visita al programa bilingüe-bicultural de la Escuela Nestor de Imperial Beach y, luego, de un almuerzo de carne asada y huachinango a la veracruzana en el restaurante Victor's en Chula Vista, aproximadamente 75 personas se reunieron por varias horas en el Cotillion Room del Hotel El Cortez. Varios de

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(Continua en la página 22)

Foreign Editors And U.S. Directors And Distributors Meet

By Ann Kern

Educational materials relevant to the specific needs of Spanish-speaking students in the U.S. may soon be produced in Spain and Mexico as a result of a recent series of meetings in San Diego. Scheduled for December 6 and 7 and sponsored by MAP, the meetings gathered together representatives of the major educational publishers of Spain and Mexico, U.S. distributors of foreign educational materials in Spanish, and bilingual-bicultural education leaders from throughout the U.S.

After a December 6 visit to the Nestor School bilingual-bicultural program in Imperial Beach and a luncheon of carne asada and huachinango veracruzano at Victor's Restaurant in Chula Vista approximately 75 persons conferred for several hours in the Cotillion Room of the El Cortez Hotel. Among the subjects on the afternoon agenda were characteristics of the U.S.

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Una Mejor Comprensión De La Cultura Hispa Camino A Una Mayor Motivación Y Un Mejor Manejo De La Lengua

Por Alma Flor Ada

La lengua es, sin lugar a dudas, uno de los mas valiosos patrimonios que el hombre ha recibido de sus antecesores. Arbitrario sistema de signos es, sin embargo, el mejor auxiliar del raciocinio, vehículo de comunicación de las más sutiles ideas, las más profundas emociones, los más íntimos sentimientos. Para el hablante que sabe pulsar todos sus recursos la lengua es vehículo ductil, siempre presto, nunca insuficiente, novísimo y renovado en cada utilización. ¡Qué doloroso contraste, en cambio, el del hablante que, por no haber llegado a alcanzar la maestría del uso de su lengua, no logra hacer uso apropiado de los recursos a su alcance y consigue apenas rudimentarios intentos de expresión, balbuceos, no por adultos, menos conmovedores! De allí la necesidad de preparar a niños y jóvenes para que en cada circunstancia de su vida puedan manejar con soltura, con gracia, con eficacia, su lengua.

No es posible sobrestimar la íntima satisfacción, la confianza - tal vez nunca reconocida, nunca identificada pero no por ello menos real - de quien logra comunicarse mediante el instrumento que le es más suyo - aquella lengua que oyó por vez primera, en la cual

Comprensión De La Cultura Hispanoamericana: Una Mayor Motivación Y Manejo De La Lengua

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rencia indeclinable.

Ahora bien, todos sabemos que la lengua es un complejo sistema de expresión de un modo de ver la realidad. Pero, como los niños y jóvenes que participan en nuestros programas bilingües se han visto en la especial circunstancia de haber tenido un contacto muy fragmentario con la realidad que ha dado origen a esa visión del mundo, tenemos que saber que sólo adquirirán ese uso definitivo y rotundo de la lengua en tanto seamos capaces de ponerlos en íntimo contacto con el mundo que la ha originado, que la re-crea a diario. Y como no es fácil pensar en trasladarlos físicamente a países hispánicos, tenemos que traer a nuestras clases, a nuestros programas, la cultura de nuestro mundo, el enorme acerbo que constituye su inalienable patrimonio, para que su uso del español nazca de un auténtico conocimiento de la cultura de la cual es expresión esa lengua.

La Realidad

Cabe añadir que, al enriquecer el conocimiento de la realidad hispánica de los alumnos, se conseguirá paralelamente muchos otros objetivos - que no es ésta la ocasión de desarrollar, pero que apuntaremos: una mayor comprensión que lleve a alcanzar mayores grados de seguridad y autoafirmación individual y colectiva y el estar en condiciones de poder realizar un mayor número de elecciones vitales, es decir, el ser más libres como personas.

Son numerosos los medios para traer a la clase nociones de las culturas del

objetivos - que no es ésta la ocasión de desarrollar, pero que apuntaremos: una mayor comprensión que lleve a alcanzar mayores grados de seguridad y autoafirmación individual y colectiva y el estar en condiciones de poder realizar un mayor número de elecciones vitales, es decir, el ser más libres como personas.

Son numerosos los medios para traer a la clase nociones de las culturas del mundo hispánico, de los valores que ellas representan - pero ella es, sin duda, materia que escapa a estas páginas - aquí nos limitaremos a reseñar un libro que resulta un ejemplo palpable del tipo de textos - ¡desgraciadamente tan escasos! - que puede valer eficazmente en manos del maestro para introducir, a través de un estudio monográfico, en este caso la figura de Bolívar, la presentación y discusión de numerosos modos de vivir y sentir hispánicos.

En Bolívar, nuestra historia y yo, Pepe Bilunga (Caracas: n.p., 1971; n.pr.), el educador venezolano Luis Eduardo Egui ha creado una deliciosa reconstrucción no sólo de la vida del Libertador sino de su época y costumbres. Pero como, con aceptada penetración pedagógica ha puesto la narración en boca de un chiquillo venezolano contemporáneo, el vivaz y simpático Pepe Bilunga, el libro nos brinda también, aun cuando posiblemente ésta no haya sido en modo alguno intención manifiesta del autor, una visión no por indirecta menos viva de la mentalidad de un niño venezolano de hoy.

...el alumno debe reconocer la rica pluralidad de nuestra realidad.

Una Imagen

Así no sólo nos da una imagen llena de color de los juegos que Bolívar vería jugar a sus hermanas, complementado con los encantadores versos que los acompañarían:

> ... dame la sortija
> que en tu mano está
> aquí la perdí
> aquí la he de hallar...

sino que, cuando Pepe Bilunga imaginando a Bolívar nacido hoy sugiere que "habría sido el lanzador o el pitcher (¡Qué curvas y qué velocidad se había gastado!)" o campeón de peso gallo o peso pluma, o lo imagina jockey, está encontrando no sólo una forma muy vívida de describir al Libertador ("no habría sido Bolívar un jonronero porque él no tenía cuerpo para pegar jonrones") sino que, además, nos está dejando ver cuáles son las aficiones comunes al venezolano de hoy.

Pues, ¿qué mejor manera de introducir al alumno en el español vivo, real, de hoy - y hacerle experimentar de paso la condición inherentemente evolutiva de todas las lenguas - que el lenguaje franco, de párrafos como éste, que trata de reproducir una conversación entre el joven Simón y su maestro Simón Rodríguez?

> - ¿Por qué el sol siempre nace por el este, don Simón? Y se reía a escondidas.
> - ¿Y por qué algún día no se cambia y nace por el oeste, o por el sur, o por el norte?...
> Y entonces era don Simón quien se sonreía:
> - ¡Conque bromista!, ¿eh? ¡Conque mamadorcito de gallo!, ¿eh? (¿Dirían mamadorcito de gallo en esa época?...)

Y no tiene importancia que la frase misma "mamadorcito de gallo" sea un regionalismo venezolano. Ya podrá partir el maestro de ella para motivar que los alumnos sugieran otras frases equivalentes, para sugerir él algunas, para contrastar las empleadas en distintos lugares...

Los Regionalismos

Quizá, vale la pena decirlo, el maestro pueda encontrarse en algun momento abrumado por los regionalismos y los elementos para él desconocidos. Cualquier lector culto, si no ha vivido en Venezuela, encontrará vocablos desconocidos en párrafos como:

> No dicen nada tampoco las histórias de los juegos que jugaba. Pero perinola, seguramente. Gurrufío, seguramente. Metras, seguramente. ¿Habría metras en aquel entonces?

y seguramente desconocerá a qué plantas específicamente se refieren nombres como "bucares, guamos y yagrumos."

Sin embargo, creemos firmemente que este tipo de consideraciones no deben invalidar las posibilidades de empleo de este libro: el alumno debe reconocer la

él no tenía cuerpo para pegar jonrones") sino que, además, nos está dejando ver cuáles son las aficiones comunes al venezolano de hoy.

Pues, ¿qué mejor manera de introducir al alumno en el español vivo, real, de hoy - y hacerle experimentar de paso la condición inherentemente evolutiva de todas las lenguas - que el lenguaje franco, de párrafos como éste, que trata de reproducir una conversación entre el joven Simón y su maestro Simón Rodríguez?

> - ¿Por qué el sol siempre nace por el este, don Simón? Y se reía a escondidas.
> - ¿Y por qué algún día no se cambia y nace por el oeste, o por el sur, o por el norte?...
> Y entonces era don Simón quien se sonreía:
> - ¡Conque bromista!, ¿eh? ¡Conque mamadorcito de gallo!, ¿eh? (¿Dirían mamadorcito de gallo en esa época?...)

Y no tiene importancia que la frase misma "mamadorcito de gallo" sea un regionalismo venezolano. Ya podrá partir el maestro de ella para motivar que los alumnos sugieran otras frases equivalentes, para sugerir él algunas, para contrastar las empleadas en distintos lugares...

Los Regionalismos

Quizá, vale la pena decirlo, el maestro pueda encontrarse en algun momento abrumado por los regionalismos y los elementos para él desconocidos. Cualquier lector culto, si no ha vivido en Venezuela, encontrará vocablos desconocidos en párrafos como:

> No dicen nada tampoco las historias de los juegos que jugaba. Pero perinola, seguramente. Gurrufío, seguramente. Metras, seguramente. ¿Habría metras en aquel entonces?

y seguramente desconocerá a qué plantas específicamente se refieren nombres como "bucares, guamos y yagrumos."

Sin embargo, creemos firmemente que este tipo de consideraciones no deben invalidar las posibilidades de empleo de este libro: el alumno debe reconocer la rica pluralidad de nuestra realidad; debe estar conciente de que existe una diversidad geográfica de tan vasta riqueza que resulta difícilmente abarcable aun dentro de cada país mismo; que era inevitable y lógico que esta diversidad, unida a las enormes - y a ratos insolubles - dificultades geográficas hicieran imposible la unificación de un vocablo; pero que ello constituye, a la vez que una limitación por la comunicación, una riqueza. Y, precisamente, el compartir este fenómeno - que a su vez experimentan mutuamente el venezolano que en Venezuela lee un libro mexicano y el mexicano que en México lee un libro venezolano - debe servirle como una experiencia viva de acercamiento a una de las más insoslayables problemáticas: la conciliación de la inevitable nacionalidad y el necesario común destino de

...debe estar conciente de que existe una diversidad geográfica de... vasta riqueza....

los países americanos de habla española.

De otro lado es necesario poner de relieve el estilo, encantador, fácil, enormemente conversacional, pero siempre limpio y claro, del libro:

> Pero don Andrés Bello sí que se dió un lujo como pocos. ¿Porque ustedes saben lo que significa haber sido maestro del Libertador con apenas unos veinte meses mayor que él?... ¿Qué son veinte meses? Los que yo le llevo a mi hermana María y María sabe tanto como yo.

La Progresión

Bolívar, nuestra historia y yo, Pepe Bilunga ofrece al maestro, dentro de una amable presentación, un amplio repertorio de posibilidades para trabajar con clases de séptimo grado en adelante. Dividido en dos partes, la primera consiste en 13 estampas que siguen la progresión cronológica de la vida del Libertador. La segunda mucho más breve, consiste en ejercicios de lengua, uno por estampa, que Egui denomina acertadamente "Actividades de Expresión."

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Cada una de las estampas tiene unidad en sí misma y por lo tanto permite ser leída y discutida independientemente. El libro permite tratar el tema de la vida en Hispanoamérica durante la Colonia y a través de la magna trayectoria de Bolívar de mucha de nuestra gesta independizadora. Y ya hemos dicho que, las anotaciones del simpático Pepe Bilunga, permitirán ver, en vivo, al joven venezolano de hoy, sus gustos, aspiraciones y actitudes. Pero, por encima de todo, este libro da pie a que el maestro ahonde en el problema de identificar, con los alumnos, algunos de los valores relevantes de nuestro sentir. Y señalaremos sólo un ejemplo.

En característica hispanoamericana la presencia de grandes figuras mentoras, de figuras que han regido nuestro pensamiento y han ofrecido su vida como ejemplo admirable a las generaciones venideras. No es mera casualidad que en nuestros pueblos - carentes quizá de otros éxitos materiales - se den figuras como las de Martí, Hostos e Hidalgo, de Sarmiento, Rodó y Andrés Bello, para citar apenas algunas. A su vez es significativo como estos hombres son, en numerosos casos, maestros. Como de otro lado, hay una tradición de magisterio, basta recordar el buen ejemplo, en Cuba, donde se enlazan en línea sucesiva de maestro-discípulo Félix Varela, José de la Luz y Caballero, Rafael María Mendive y, en línea directa, como discípulo final, José Martí, que a su vez va a ser Maestro de todo el continente. En el hermoso libro de Egui se destaca con delicada emoción a don Andrés Bello, que, aunque solo veinte meses mayor que el, fuera maestro de Bolívar y de don Simón Rodríguez, el maestro a quien Bolívar expresó total gratitud:

> Usted formó mi corazón para la libertad, para la justicia, para lo grande, para lo hermoso. Yo he seguido el sendero que usted señaló...

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Pero a la vez, y esto es lo hermoso, a lo largo de todo el libro aparece el maestro de Pepe Bilunga. El Maestro García, es el recurso del autor para poder ir penetrando con soltura, el contenido más sustancial del libro, pero a la vez se ofrece como una figura ejemplar, siempre respetado y querido. Así Pepe Bilunga afirma:

> El maestro García es un maestro. Enseña de verdad y enseña con cariño. Cuando habla, nos emociona. Cuando se pone a contar la historia, todos nos quedamos con la boca abierta. Nos ponemos entusiasmados. ¿Mejor maestro que él?... Don Simón Rodríguez, quizá: Esa es mi opinión.

Clara Conciencia

Tengo clara conciencia de que la aceptación de la fi-

gura ejemplar del maestro puede ser tema discutible - ¿qué no lo es? - y, aun cuando creo totalmente en ella - por suerte he tenido excelentes maestros para quienes mi gratitud crece cada día - no estoy proponiéndola aquí como paradigna. Lo que sí sostengo es que es una realidad ineluctible de nuestro mundo y que el joven que aprende español necesita conocerla.

Una última aclaración: creemos con total firmeza que es necesario proponerles a los niños "más héroes de la paz" que "héroes de la guerra." Y sólo el pensamiento pacifista y alto de Egui nos permite proponer como texto este libro.

Son palabras del propio Egui:

> No son héroes solamente quienes luchan con las armas por la libertad de los pueblos. Para la lucha existen otras armas. Ya iremos viendo.

El Tema

Egui sabe encarar con justa altura el tema de la lucha contra España:

> Fijense ustedes en este ejemplo para que vean por qué yo elogio tanto al maestro García. Como es un hombre justo y honrado, con la honradez y la justicia siempre por delante, cuando él habla de los españoles no muestra odio como otros maestros que yo he oído. No dice: "Los crueles españoles," "Esos españoles desalmados," hasta lograr que sus discípulos se expresen de la misma manera. Pero nosotros, los discípulos del maestro García, no. ¡Nunca!
> Qué es lo que el dice: "¿De dónde venimos nosotros?" Y yo digo como él: ¿Cuál es nuestro origen? Si ellos, los españoles son malos, por herencia, por cosas de sangre, ¿no tenemos que ser malos nosotros también? Si al árbol se le pudre el trono
>
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y del mismo modo, sabe aceptar como necesaria aquella gesta patriótica; pero condena la guerra:

> La guerra es la guerra. Es severa, pero es la guerra. Cruda, pero es la guerra. En ella nadie respeta a nadie, nadie considera a nadie, nadie quiere a nadie. El hombre se pone insensible. El hombre parece no sufrir y no sentir. Ve la sangre como si viera agua. Ve la muerte acercán-

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He aquí por que pensamos que esta obra de un maestro hispanoamericano de hoy, que no se limita a exponer con justeza histórica, con claridad pedagógica sino que se entrega todo él en su libro, merece ser puesto al alcance de nuestros jóvenes.

Portuguese Science Materials: "Ciencias Da Natureza 1, 2"

By Arie J. Cote

The New Bedford Transitional Bilingual Program (Project IMPACT) was faced with the task of finding a Portuguese science text as a basis or supplement for their current curriculum of individualized instruction. Ciencias da Natureza 1, 2 (Lisbon: Da Costa, n.d.; $1.75 ea.) by Romulo de Carvalho were found to be the closest in content level comparable to the current U.S. junior high texts. Although Project IMPACT has generated its own curriculum, these books are used as supplemental material.

Book 1 deals essentially with physical science and is superior to its predecessors in that many experiments are included throughout the text. It is also well-illustrated with numerous color photographs printed on good quality paper. Perhaps one drawback (not the author's but Portugal's curriculum guidelines) is the failure to include atomic structure and theory. While this concept is introduced in elementary grades here, it is not introduced in Portuguese curriculum until the 3° ano liceu (high school).

Similarly book 2 presents life science in a very well-organized fashion. Again numerous simple experiments are included which play a vital role in any science curriculum. The only drawback is the absence of cell theory, which again is not introduced in Portugal until high school biology. Hence one will not find these topics in any book on this level.

In all remaining aspects both texts are very thorough, precise, and complete. Material is presented in a logical sequence, and short summaries are presented at the end of each learning unit. In short, for a junior high general science curriculum in a bilingual configuration these books serve as an excellent starting point.

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/December 1973

Comentário Sobre Materiais Portugueses

Por Alba Pickslay

Encontrando-me a procura de materiais para uma aula de cultura Luso-Brasileira tive a enorme sorte de dar com MAP. O serviço que eles emprestam à comunidade e inegualável pela quantidade de material moderno de 1ª qualidade que eles têm- Escolhi tentativamente O Mundo em que Vivemos, Portugal e Brasil (Lisboa: Verbo Juvenil, n.d.; $3.00 aprox.) -lógicamente; porque abrange o tema fácil a visão. Tende a ser um livro maravilhoso pelo conteúdo e pela apresentação.

O livro por mim lido é só uma parte de uma interessantíssima colecção de oito volumes cujos temas são: Volume nº 1, O Universo e a Terra; Volumes nº 2 e 3, A Europa; Volume nº 4, A Ásia; Volume nº 5, África; Volume nº 6, América do Norte e Central; Volume nº 7, América do Sul Oceanias e Regioes Polares; Volume nº 8, Portugal e Brasil.

Excelentes Qualidades

Todos eles possuem as mesmas excelentes qualidades e a apresentação e muito atractiva. Primeiramente pela capa, e em 2º lugar pelas fotografias que são um exemplo de Portugal Peninsular e Ultramarino de hoje. Além do Brasil milagre da Expansão Latino-Americana. Chegando a este ponto é necessário detalhar os diferentes capítulos do livro em questão.

Capítulo 1º, "O Mundo Português," começa com a resenha histórica sobre o início de Portugal- suas lutas sua formação como reino independente e a grande épica empreendida pelos portugueses corajosos através dos mares ignotos em busca de glória, riqueza e expansão da sua religião e cultura.

A seguir descreve o territorio, clima, raças, línguas, religioes, fauna e flora e os grandes centros da economia de Portugal Peninsular e Ultramarino.

"Portugal Metrópole"

Capítulo 2º, "Portugal Metrópole," neste 2º capítulo passa-se da generalidade a expansão mais detalhada das diferentes partes que conformam o mundo português. Este capítulo e dedicado a Portugal Continental suas caracteristicas geográficas, humanas e económicas. Grande quantidade de ilustraçoes dão valor ao escri-

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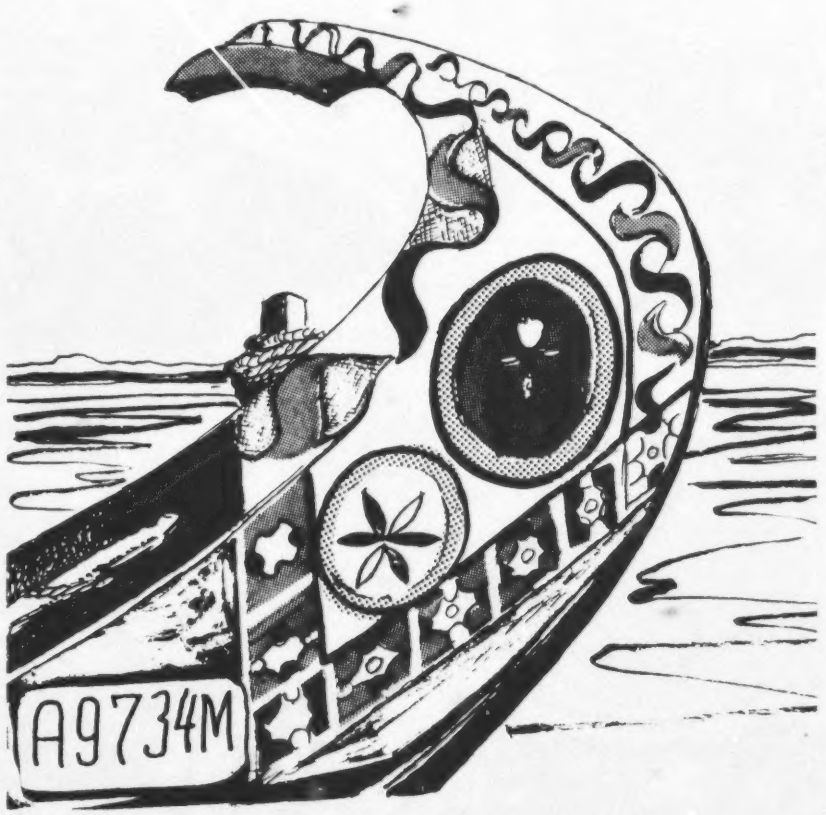
Capítulo 3º, "A Ilha da Madeira," uma ilha paradisíaca pelo clima altamente ligado á comunidade portugue-



sa da California conjuntamente com os Açores que será o próximo capítulo e então tema seguinte.

Das ilhas cuja constante e o mar (todos os caminhos conduzem a êle). Sai a raça de fortes pescadores pilar de economia pesqueira californiana. A descrição que se dá presta para ter uma noção sumária delas.

No capítulo nº 5 fala-se da "Guiné" - neste capítulo penetra-se nas controversíades colonias africanas e suas riquezas.

"Cabo Verde"

Capítulo nº 6, "Cabo Verde," pequena ilha do arquipelago do mesmo nome.

Capítulo nº 7, "S. Tomé e Principe," situadas no golfo da Guiné em plena zona do Equador.

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Capítulo nº 12, "Macau," toda a ilha junta ao celeste Império. Encontra-se a 60 km de Hong-Kong. Exótica barulhenta interessantíssima trás Timor a maior das pequenas ilhas de Sonda situada ao sul do Equador entre a Indonésia e a Austrália.

Capítulo nº 14, "Brasil," gigante do Continente Americano mistura única de climas, paisagens, raças, religiões, etc. Descoberta e colonizada pelos portugueses conserva como língua o Português e considera-se na actualidade o Japão da America Latina pela sua expansão industrial.

Depois desta descrição de um volume resta acrescentar somente uma frase escrita no mesmo livro que exprime a ideia de toda a obra. Ela foi concebida exactamente para transportar o leitor através do mundo levando-o a vencer pelo espirito as distâncias materiais e permitindo-lhe viver por instantes em qualquer latitude.

O volume foi concebida exactamente para transportar o leitor através do mundo....

Will Foreign Languages Still Be Taught In The Ye

By Joshua A. Fishman

The year 2000! The year 2000! The younger one is, the more th utopian quality about it, one that inspires the altruistic a that we all harbor. The older one is, the more it merely impli er impossible dream, another sad and dreary letdown of the ki In reality, of course, the year 2000 is neither the one nor the make of it--neither more, nor less. Given the inevitable ina birth of Christ, the year 2000 will not even really be the year ing my own psychological age and UQ (utopianism quotient)!

The question posed by the title of this paper is not even meant it were, we could merely answer yes and let it go at that. WH not whether mankind will continue to speak and teach a huge a interaction with kith and kin and other intimates, and whethe and teach a rather small number of OTHER TONGUES for interactio cally and psychologically more removed, but, rather, WHOM it one category or the other (and when), and WHICH other tongues w

Yes, I do assume that most vernacular mother tongues are he protected by their own political establishments certainly ar that have no political power to back them, have learned or are social institutions and media on behalf of the sentimental, id religious, or purely customary power with which they are associ vernaculars without political power some will wax and others w (the ones that are most exposed to participatory social change related to other vernaculars) will vanish. However, new vern out of pidgins round the world. All in all, therefore, I fo diminution in the total number of mother tongues by the year 2 dates. Frisian- and Catalan- and Breton- and Basque- and Yi likely to continue to feel and believe that their mother tongu tiful and as inimitable -- at least for everyday use with the grandmothers -- as do mothers that speak Albanian, Afrikans, are likely to continue to believe that their mother tongues, intimacy, are every bit as good as French and English and Russ

reign Languages Still Be Taught In The Year 2000?

ishman

The year 2000! The year 2000! The younger one is, the more the number has a mystical and utopian quality about it, one that inspires the altruistic and millennial inclinations that we all harbor. The older one is, the more it merely implies another illusion, another impossible dream, another sad and dreary letdown of the kind we have all experienced. In reality, of course, the year 2000 is neither the one nor the other. It is what we will make of it--neither more, nor less. Given the inevitable inaccuracy in post-dating the birth of Christ, the year 2000 will not even really be the year 2000. So much for revealing my own psychological age and UQ (utopianism quotient)!

The question posed by the title of this paper is *not even meant* to be taken seriously. If it were, we could merely answer yes and let it go at that. What is really of interest is not whether mankind will continue to speak and teach a huge array of MOTHER TONGUES for interaction with kith and kin and other intimates, and whether it will continue to speak and teach a rather small number of OTHER TONGUES for interaction with those who are physically and psychologically more removed, but, rather, WHOM it will define as being in the one category or the other (and when), and WHICH other tongues will be involved.

Yes, I do assume that most vernacular mother tongues are here to stay. Those that are protected by their own political establishments certainly are, and most of the others, that have no political power to back them, have learned or are learning to utilize modern social institutions and media on behalf of the sentimental, ideological, moral, esthetic, religious, or purely customary power with which they are associated. Of course, among the vernaculars without political power some will wax and others will wane, and still others (the ones that are most exposed to participatory social change guided by power structures related to other vernaculars) will vanish. However, new vernaculars are also being born out of pidgins round the world. All in all, therefore, I foresee only a small possible diminution in the total number of mother tongues by the year 2000 or by other foreseeable dates. Frisian- and Catalan- and Breton- and Basque- and Yiddish-speaking mothers are likely to continue to feel and believe that their mother tongues are as good and as beautiful and as inimitable -- at least for everyday use with their children, husbands, and grandmothers -- as do mothers that speak Albanian, Afrikans, or Hebrew. And the latter are likely to continue to believe that their mother tongues, for these same functions of intimacy, are every bit as good as French and English and Russian.

Dichotomous Distinctions

Thus far we have made three dichotomous distinctions: mother tongues vs. OTHER tongues, non-political vs. POLITICAL power, and intimacy functions vs. STATUS/DISTANCE functions. However, in reality, more refined distinctions need to be made, and additional dimensions need to be considered if the language situation of the world in the year 2000 is to be fully appreciated and if the language teaching consequences thereof are to be accurately guaged. Nevertheless, let us hang on to our three dimensions as long as we can. They still have heuristic value, even if they are not exhaustively or exclusively productive.

Just as speakers of politically unprotected languages (not to mention speakers of politically threatened ones) must come to a modus vivendi with the political establishment that surrounds them, so must smaller political establishments recognize larger ones. Such recognition needs arise in connection with education, work, commerce, travel, military experience, and intergroup contact of whatever kind, whether free or forced. There are, of course, societies whose bilingualism is fully indigenized and internalized -- and these should be a lesson and a light to us all -- but, by and large, second language learning, whether societal or individual, involves a we-they distinction. The first question, therefore, is whose language is to be dominant in we-they interactions, and the second, and more interesting one, into which, if any, internal function should "their" language be admitted if IT turns out to be the dominant one for intergroup purposes? In this latter connection I foresee a long-term trend toward greater mutual toleration than would have seemed likely in 1900, when many nationalist movements were still at the white heat stage.

More and more politically unestablished and unprotected vernaculars are being admitted into at least primary (or early primary) school function in the western world, and I would expect that tendency to continue there and also to become more common, within the limits of feasibility, in other parts of the world with modernizing and consolidating minorities. The better known cases of Landsmal (Nynorsk), Frisian, Irish, Catalan, Lappish, Valdostian, and Romansh have their less well-known but equally numerous and revealing counterparts in Southern and Eastern Europe, Canada, the U.S.A., Latin America, and elsewhere. Indeed, I do not expect that the pressures for similar recognition for Basque, Breton, Occitan, and the like to disappear by the year 2000. Rather, I expect them to be increasingly admitted into the elementary school of one type or another, in one form or another, very much as is and will be the case with vernacular forms of Arabic and of the more sizeable sedentary and concentrated African and Asian populations without political establishments that are primarily their own. Often such recognition carries with it a modicum of further momentum into local governmental institutions and local mass media. However, it is really quite instructive to note the extent to which the latter half of the 20th century has witnessed the tapering off of secessionist movements and their satisfaction, instead, with a modicum of localized cultural autonomy. Of course, different parts of the world are at different stages in this accommodation process. While one part has cooled off, others are still boiling and steaming. Nevertheless, all in all, I would expect MORE

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Shifting Sun

Oddly enough, the same will also be true for almost all speake correspond to small and intermediate polities. These are learn erful regional and/or international intergroup contact (and w creasingly). Indeed, for some reason this is a more conflict them to permit their own minorities a modicum of self-dignity. off as petty nonsense (conveniently forgetting that they themsel same privilege). The former is a blow to their amour propre. recently established their political and cultural autonomy. It that ANOTHER language -- however useful -- should be made part post-primary education when their own language has only so rece demic respectability. For others, who recently basked in the s ternational splendor, it is hard to admit that the fickle sun and that they themselves must now do what they formerly glib learn a language of wider currency and functional generality. it may be, I expect this trend to continue. France may be amon the pill is hardest to swallow in her case. Nevertheless, she ny, Spain, Italy, and Japan, and find her self-image untarnished ture will (in France) still and always be only French.

... as is well-known in the U.S.A. and in Great Britain, God has always spoken English when He was serious.

Will I really come to an end without mentioning English, the li all? Will it continue to spread as a second language the world nus or creeping cancer of modernity? Perhaps, particularly sin Arabs (even "Francophone" Arabs) are increasingly inclined tow each others' regionally dominant languages. Perhaps, because ther overt political or cultural control for its spread, but commercial and technological expertise and efficiency. Nevert mundi. The mid-19th century could not foresee the end of Frenc tional language of culture and diplomacy, but it came with downgrading of certain centers and the upgrading of others dur lish may enjoy a longer or shorter period of basking in the i that we cannot now foresee the end of its sway does not mean tha er or nobler than any of the other imperial languages of the pa tary populations other tongues have displaced each other much m er tongues, and when they have receded, far fewer tears have be

In the meantime, during its heyday, the major negative impact

vernaculars to be used/taught in the early elementary grades in the year 2000 than is the case today. Even Israel is timidly experimenting in this direction, and even with its Jewish population! The result, however, will be that speakers of non-state languages will more often be taught two languages at school rather than one -- the language of their intimacy and the language of their functional polity.

Shifting Sun

Oddly enough, the same will also be true for almost all speakers of mother tongues that correspond to small and intermediate polities. These are learning languages of more powerful regional and/or international intergroup contact (and will continue to do so increasingly). Indeed, for some reason this is a more conflicted process than it is for them to permit their own minorities a modicum of self-dignity. The latter they can write off as petty nonsense (conveniently forgetting that they themselves once struggled for the same privilege). The former is a blow to their amour propre. Some have themselves only recently established their political and cultural autonomy. It is hard for them to admit that ANOTHER language -- however useful -- should be made part and parcel of everyone's post-primary education when their own language has only so recently been admitted to academic respectability. For others, who recently basked in the sunlight of regional or international splendor, it is hard to admit that the fickle sun has shifted to others now and that they themselves must now do what they formerly glibly advised others to do: learn a language of wider currency and functional generality. Nevertheless, hard though it may be, I expect this trend to continue. France may be among the last to submit, for the pill is hardest to swallow in her case. Nevertheless, she will do it, as have Germany, Spain, Italy, and Japan, and find her self-image untarnished in the end, for true culture will (in France) still and always be only French.

Will I really come to an end without mentioning English, the linguistic eminence grise, at all? Will it continue to spread as a second language the world over, as a benevolent bonus or creeping cancer of modernity? Perhaps, particularly since Russians and Chinese and Arabs (even "Francophone" Arabs) are increasingly inclined toward it, rather than toward each others' regionally dominant languages. Perhaps, because it is not dependent on either overt political or cultural control for its spread, but rather on less threatening commercial and technological expertise and efficiency. Nevertheless, sic transit gloria mundi. The mid-19th century could not foresee the end of French dominance as the international language of culture and diplomacy, but it came with the political and economic downgrading of certain centers and the upgrading of others during the past century. English may enjoy a longer or shorter period of basking in the international sun. The fact that we cannot now foresee the end of its sway does not mean that it is greater or stronger or nobler than any of the other imperial languages of the past. Indeed, among sedentary populations other tongues have displaced each other much more rapidly than have mother tongues, and when they have receded, far fewer tears have been shed.

In the meantime, during its heyday, the major negative impact of English is on the anglos

themselves. Unlike linguistically less-favored populations, they have little need to learn other languages or to learn them well. They are even too thick-skinned to be embarrassed by the ridicule of Francophones. They simply go elsewhere for their vacations! Surely they are paying a high price for the linguistic dominance that they have in the world of know-how and consumerism. The non-state peoples are grateful for minimal recognition of their mother tongues, but they often (and increasingly) learn both a national/regional language and an international one as well. The small state, intermediate state, and even large state peoples often (and increasingly) learn a wider regional or international language as well as their own. Indeed, all in all, there is more language teaching today (i.e., MORE languages being taught more widely) -- and there will be even more in the year 2000 -- then ever before in world history. Even corners of the anglo world have had to swallow their pride (e.g. in Canada, in the Philippines, in South Africa, in Puerto Rico). But the anglo heartland continues to speak only to God and, as is well-known in the U.S.A. and in Great Britain, God has always spoken English when He was serious. However, if God were to become fickle and begin to speak Russian or Chinese in his more efficient undertakings, anglos too might begin to discover the broadening impact of bilingualism.

Fate Of Fraternity

And, finally, we come to consider the fraternity of mankind: the real question of questions and, certainly, the one underlying the title of this paper. Are we not all becoming more alike? Do we not realize more fully with each passing decade the danger and folly of ethnocentrism? Does not both capitalist pragmatism and communist ideology require and lead to one language for us all? Perhaps, but not by the year 2000, and, if ever, not as a mother tongue and, therefore, not as the vehicle of our deepest feelings, our most sensitive creativity, our most human humanity. The unity of mankind is a unity of fate and not a unity of face; it is a unity of ultimate interdependence, not of ultimate identity. It is true that modern technology and modern ideology lead everywhere in similar directions with respect to behavior and life styles. However, modernity is just one stripe in the cloak of many colors that every society wears. Other stripes are of treasured traditional, regional, local, and even class-derived vintage and, as a result, societal multilingualism will not merely linger on in backward corners of the globe, but it will defend and advance itself via modern methods and media (rather than merely giving in to such), and will do so within the very heartland of modernity per se.

The new ethnicity movements in the U.S.A., and similar movements already in existence (and others yet to come) in Great Britain, France, Spain, Germany, Italy, and the Soviet Union, will help to clarify the need of modern man for unique societal intimacy and intimate societal uniqueness: in his food and dress, in his music and poetry, in his art and artifacts, in his celebrating and mourning, in his dying and giving birth. Thus, by the year 2000, with the continued cooling off of conflicted, exclusivistic, and ideologized ethnicity (nationalism) in most parts of the globe, it may become clearer even to intellectuals

(Continued on page 21)

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(Continued on page 21)

Comprehensive Bilingual Education Amendments Act of 1973: An Explanation

By Alan Cranston
U.S. Senator
California

There are now some five million youngsters in schools across th educational help and are not getting it.

In California alone, 180,000 school children of Spanish, Asia urgent need of help to perform up to their full academic pot them are receiving any assistance. And thousands more are not be.

To meet the problem, I have introduced the Comprehensive Bili Act of 1973 (S. 2553) to improve bilingual programs and expan The bill also would guarantee by law a permanent Division of U.S. Office of Education so it can't be downgraded or abolished some bureaucrat.

Hope For Better Backing

The measure continues the current authorization figure for bili lion a year for four more years. But I hope Congress will do past and back bilingual education with the kind of money it nee

Despite the fact that Congress could have appropriated the years, it has never actually appropriated more than $35 millio the fixed authorization ceiling, the bill also authorizes Con tional funds that it may deem necessary.

Nationally we are now able to help fewer than three percent of at the present funding level. We in government have to do bett are going to do better.

Alan Cranston

Co-Sponsors Kennedy And Montoya

My bill is co-sponsored by Senators Edward Kennedy (D., Mass. N.M.). Both Senator Kennedy and I are members of the Senate La tion and on Children and Youth. I've also co-sponsored a sec by Senator Kennedy with Senator Montoya again as a co-sponsor.

The first measure concentrates on programs for preschool, elem dents. The Kennedy bill, the Bilingual Education Reform Act primarily with higher education, teacher training, and vocatio bilingual bills seek to provide educational programs that reg advantaged, not disadvantaged.

There are now some five million youngsters in schools across the nation who need bilingual educational help and are not getting it.

In California alone, 180,000 school children of Spanish, Asian, or Indian descent are in urgent need of help to perform up to their full academic potential. Yet only 25,000 of them are receiving any assistance. And thousands more are not yet in school but soon will be.

To meet the problem, I have introduced the Comprehensive Bilingual Education Amendments Act of 1973 (S. 2553) to improve bilingual programs and expand services into new areas. The bill also would guarantee by law a permanent Division of Bilingual Education in the U.S. Office of Education so it can't be downgraded or abolished at any time at the whim of some bureaucrat.

Hope For Better Backing

The measure continues the current authorization figure for bilingual programs at $135 million a year for four more years. But I hope Congress will do better than it has in the past and back bilingual education with the kind of money it needs.

Despite the fact that Congress could have appropriated the full $135 million in past years, it has never actually appropriated more than $35 million in any one year. Besides the fixed authorization ceiling, the bill also authorizes Congress to appropriate additional funds that it may deem necessary.

Nationally we are now able to help fewer than three percent of the children who need help at the present funding level. We in government have to do better if those school children are going to do better.

Co-Sponsors Kennedy And Montoya

My bill is co-sponsored by Senators Edward Kennedy (D., Mass.) and Joseph Montoya (D., N.M.). Both Senator Kennedy and I are members of the Senate Labor Subcommittees on Education and on Children and Youth. I've also co-sponsored a second bilingual bill authored by Senator Kennedy with Senator Montoya again as a co-sponsor.

The first measure concentrates on programs for preschool, elementary, and secondary students. The Kennedy bill, the Bilingual Education Reform Act of 1973 (S. 2552), deals primarily with higher education, teacher training, and vocational training. Together the bilingual bills seek to provide educational programs that regard the bilingual child as advantaged, not disadvantaged.

A Challenge To Change

Bilingual education can be a great force in fostering educational change in America. It challenges the assumption that schools need to offer only one curriculum in one language--English--to serve one group of children--anglos.

The legislation will go a long way toward ending the nightmare of educational neglect that has so long plagued Spanish-speaking and other bilingual children in America. The futures of millions of children--both majority and minority--depend upon what we do and how quickly we can do it.

Foreign Languages— A Strategic National Resource

By Jacques M. P. Wilson

Congressman Henry B. González (D., Tex.) recently introduced a bill in the House of Representatives calling for the establishment of a National Commission for the Preservation of Foreign Language Resources. This measure (H.R. 7310) will create a small consultative group to advise in the formulation of policies to identify, preserve, and improve this nation's foreign language resources. In addition, it would evolve active programs for the conservation of these resources and serve as consultant and coordinator to national and state professional educational associations for the development and implementation of activities designed to preserve and identify these same resources. It will also develop and maintain what amounts to a data bank of this country's non-English language resources.

Congressman González's proposal has never been more timely. Never before in this nation's history has there been such a pressing demand for individuals qualified to communicate with the world community in their native tongues. Man's destiny-- indeed his very survival--is to an unprecedented degree dependent upon his ability to develop effective intercommunication in the family of nations. The vital questions of our time, as we have seen repeatedly, cannot be resolved by military force. Survival today depends increasingly on the ability to communicate effectively with other peoples in their native languages, on discussing problems and issues without the admittedly imperfect tools of translation and interpretation.

National interest forced us to utilize our non-English language resources to meet World War II commitments. Thousands of speakers of non-English languages were pressed into service to accomplish such tasks as teaching languages, preparing radio and press releases, intercepting radio transmissions, censoring mail, and hundreds of duties too nu-

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Questioning Of Effectiveness

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Subsiding Recognition

After the end of World War II the momentary recognition given

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Questioning Of Effectiveness

Concomitant with the utilization of the non-English language skills of these citizens, our nation's educators began to question the effectiveness of foreign language instruction at all levels of the educational structure. It became immediately apparent that the reading and translating objectives of foreign language instruction in high schools and colleges did not produce the skills and aptitudes needed by our nation. A rarity indeed was the foreign language student who developed the proficiency approximating that of a native speaker. Few were the high school students able to understand the foreign language they had studied when spoken by a native speaker. Fewer yet were those able to converse intelligently in a foreign language.

While we needed non-English language resources in Czechoslovakian, Bulgarian, Rumanian, Arabic, Portuguese, Swedish, Norwegian, Finnish, Italian, Tagalog, Mandarin, and Hindi to name but a few, we discovered that most secondary school and college curricula offered Spanish, French, and German. Very few school systems or institutions of higher education helped those who spoke non-English languages to preserve the linguistic and cultural heritage of the ethnic group to which they belonged. Our 20th-century educational philosophy was a reflection of an 18th- and 19th-century ideal-- that the United States is a melting pot, that we embrace those who come to our shores as equals-- but they must forget their past, their culture, their traditions, their heritage and become homogenized copies of Babbit on Main Street, U.S.A. Our 19th-century culture developed what amounted to an ethic that the individual who spoke with a "foreign" accent (whatever that really means) had not quite become fully Americanized. Those who spoke a non-English language at home were looked at with suspicion and as slightly un-American.

Teachers and educators reflected the prevailing opinion by systematically discouraging pupils and students from using or preserving the language and culture of the ethnic group to which they belonged. The school's rejection of the home language of those who spoke languages other than English subconsciously denigrated their culture. Our local and state educational policies were monolingual and monocultural. We were a safe, secure continental island, separated from the rest of the world by broad oceans. In our dealings with those from abroad we used English and in many cases still do. Yet, as Joshua Fishman in his study Language Loyalty in the United States points out, at the national level America has rarely implemented policies to "hasten the linguistic and cultural enfeeblement of the immigrant groups.... Immigrant minorities were never forbidden to organize and maintain their own communities, organizations, schools, or publications."

Subsiding Recognition

After the end of World War II the momentary recognition given those who possessed non-Eng-

lish language resources subsided. Some forward-looking educators and linguists, capitalizing on the advances in foreign language teaching methodology pioneered by the Army Language School and other such projects, began conducting research in the development of foreign language teaching materials, the training of foreign language teachers, and the updating of our school and college curricula. In general, foreign language teaching returned to the pre-World War II rut from which it had given promise to emerge. With the exception of a few cosmopolitan urban centers in the nation our value systems still reflected a degree of mistrust of those who spoke another language than English. If not quite un-American, they certainly were not as fully American as those of white, Anglo-Saxon, English-speaking, Protestant, ethnic origin. For most the idea of cultural pluralism was an anomaly rather than an ideal.

The advent of the first Russian sputnik jarred the nation's leaders from their complacency. Since then this country has made some significant advances in expanding its reservoir of foreign language skills. Under the authorization contained in the National Defense Education Act and other legislation basic research into the nature of language and how it is learned was subsidized, and thousands of teachers received intensive upgrading of their own language proficiency. Thousands of scholars were given opportunities to pursue advanced study in hundreds of languages classified as critical or exotic in terms of national need.

The language teaching profession, Congress, and the U.S. Office of Education worked together in the 1960s to expand our non-English language resources. Millions were spent developing and implementing well-designed programs. Many of the gains of the past decade face an uncertain future today as foreign language requirements in schools and colleges are lessened or eliminated. The roots of ethnocentricism are deep; the winds of neoisolationism sweeping the country, Valkyrian, nostalgically seducing many to the Valhalla of Fortress America.

Millions Of Bilinguals

This nation has millions of individuals who speak other languages. Some are completely bilingual; others have yet to learn English. Each year many migrate to our shores and bring with them additional non-English language skills, language resources which are desperately needed. The nation's attitudes to these resources have changed but little since the 19th century. With the exception of a few bilingual schools non-English, non-Anglo-Saxon ethnic groups are still pressured to forget the past, to forget their cultural heritage, to forget their language. No systematic program exists to identify and inventory these resources. No agency or branch of government is charged with the responsibility of encouraging social, educational, and political associations, educational institutions, and educational systems at the state and local level to develop programs to preserve these priceless resources in our national interest.

In a democratic society such as ours educational policy, whether at the national, state,

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istrust of those who spoke another language than English. If not
y certainly were not as fully American as those of white, Anglo-Sax-
Protestant, ethnic origin. For most the idea of cultural pluralism
than an ideal.

t Russian sputnik jarred the nation's leaders from their complacen-
ountry has made some significant advances in expanding its reservoir
kills. Under the authorization contained in the National Defense
er legislation basic research into the nature of language and how it
zed, and thousands of teachers received intensive upgrading of their
ncy. Thousands of scholars were given opportunities to pursue ad-
ds of languages classified as critical or exotic in terms of nation-

profession, Congress, and the U.S. Office of Education worked to-
expand our non-English language resources. Millions were spent de-
ting well-designed programs. Many of the gains of the past decade
ure today as foreign language requirements in schools and colleges
ated. The roots of ethnocentricism are deep; the winds of neoisola-
country, Valkyrian, nostalgically seducing many to the Valhalla of

A valuable resource is wasted; ...an individual is psychologically damaged...

Millions Of Bilinguals

ons of individuals who speak other languages. Some are completely
e yet to learn English. Each year many migrate to our shores and
onal non-English language skills, language resources which are des-
nation's attitudes to these resources have changed but little since
h the exception of a few bilingual schools non-English, non-Anglo-
e still pressured to forget the past, to forget their cultural her-
r language. No systematic program exists to identify and inventory
gency or branch of government is charged with the responsibility of
ucational, and political associations, educational institutions, and
t the state and local level to develop programs to preserve these
our national interest.

y such as ours educational policy, whether at the national, state,

Can we be less than cultured in supporting this legislation?

or local level, should be based on the needs and well-being of the needs of the state. The failure to dignify the home langu from non-English-speaking homes has damaged the self-concept guages. It has been repeatedly demonstrated that those who go reach adulthood without acquiring literacy in their mother t home language is practically useless for any professional or t guage proficiency is important. A valuable resource is wasted; individual is psychologically damaged in the process. Inste children we have produced generations of citizens who wind up a ther functional in their home culture nor the dominant culture

Congressional Initiative

It is my strong conviction that Congress should take the init tion, and establish a National Commission for the preservation lish language resources. Congressman González's vision an plauded. Through the proposed commission's statements, polici sure not only the preservation of an important strategic nation valuable counterpart to existing programs for the development It can truly be said--it makes little sense to spend countless language skills in one segment of the population, while unwitt tematically to stamp out these same, as well as other non-Engli er ethnic groups.

Can we be less than cultured people in supporting this legi stated, "The great aim of culture is the aim of setting oursel fection is and to make it prevail."

ABOUT OUR AUTHORS

(Continued from page 2)

Experimentation, Jewish Education Committee of New York, Inc.; Research Assistant, then Assistant Director, then Director of Research, College Entrance Examination Board, Inc., New York; Lecturer, then Visiting Professor, Department of Psychology, City College of New York; Associate Professor of Human Relations and Psychology, then Director of Research at the A.M. Greenfield Center for Human Relations, University of Pennsylvania; and Dean and Professor of Psychology and Sociology, Ferkauf Graduate School of Education, Yeshiva University. A member of the American Anthropological Association; American Association for the Advancement of Science, of which he is a Fellow; American Association of University Professors; American Psychological Association, of which he is a Fellow; American Sociological Association, of which he is a Fellow; and Linguistic Society of America; he is the author of more than 100 books, monographs, reports, reviews, commentaries, and journal articles, among which are Yiddish in America *(Bloomington, Indiana University Research Center in Anthropology, Folklore and Linguistics),* Language Loyalty in the United States *(The Hague, Mouton),* Bilingualism in the Barrio *(Bloomington, Indiana Universi-*

or local level, should be based on the needs and well-being of the individual as well as the needs of the state. The failure to dignify the home language and culture of children from non-English-speaking homes has damaged the self-concept of speakers of other languages. It has been repeatedly demonstrated that those who go through such an experience reach adulthood without acquiring literacy in their mother tongue. In such cases, the home language is practically useless for any professional or technical purpose where language proficiency is important. A valuable resource is wasted; but, more importantly, an individual is psychologically damaged in the process. Instead of bicultural-bilingual children we have produced generations of citizens who wind up as linguistic cripples, neither functional in their home culture nor the dominant culture of our nation.

Congressional Initiative

It is my strong conviction that Congress should take the initiative, pass this legislation, and establish a National Commission for the preservation of this nation's non-English language resources. Congressman González's vision and foresight are to be applauded. Through the proposed commission's statements, policies, and programs it can insure not only the preservation of an important strategic national resource, but serve as a valuable counterpart to existing programs for the development of foreign language skills. It can truly be said--it makes little sense to spend countless millions to teach people language skills in one segment of the population, while unwittingly our system works systematically to stamp out these same, as well as other non-English language skills, in other ethnic groups.

Can we be less than cultured people in supporting this legislation? As Matthew Arnold stated, "The great aim of culture is the aim of setting ourselves to ascertain what perfection is and to make it prevail."

ORS
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Jewish of New ch As- ant Di- tor of ntrance Inc., , then Depart- , City Asso- Human hology, esearch ld Cen- lations,

University of Pennsylvania; and Dean and Professor of Psychology and Sociology, Ferkauf Graduate School of Education, Yeshiva University. A member of the American Anthropological Association; American Association for the Advancement of Science, of which he is a Fellow; American Association of University Professors; American Psychological Association, of which he is a Fellow; American Sociological Association, of which he is a Fellow; and Linguistic Society of America; he is the author of more than 100 books, monographs, reports, reviews, commentaries, and journal articles, among which are Yiddish in America (Bloomington, Indiana University Research Center in Anthropology, Folklore and Linguistics), Language Loyalty in the United States (The Hague, Mouton), Bilingualism in the Barrio (Bloomington, Indiana University), and Language in Sociocultural Change (Stanford, Stanford University Press).

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(Continued on page 21)

ABOUT OUR AUTHORS

(Continued from page 20)

ami, which awarded him an A.B. with majors in French and history and a minor in Spanish and an M.Ed. in secondary school administration and supervision, he has also attended the University of Habana, Cuba; Sophia University, Tokyo, Japan; Purdue University; and the University of Texas, which awarded him a Ph.D. in Latin American studies. His teaching assignments have taken him many places, such as: The

(Continued on page 24)

Bulletin Board

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DETROIT, MICHIGAN 48219

Will Foreign Languages Still Be Taught In The Ye

(Continued from page 15)

(who are always the last to understand reality since they are s merely their task to create it) that the fraternity of mankind re acceptance of mankind's diversity and of the creative use thereof. lectic between uniformation and diversification which must be see foundation for sharply increased foreign language teaching by the ally as the true foundation for much of what is most challenging society (local, regional, and international) the world over.

Overall, therefore, the cut-and-dried yes that we originally ga question in the title of this paper is, in reality, a very reso world getting smaller all the time? Exactly, and that is the c rather than less, foreign language teaching will be done in the yea less of the size and power of mother tongue speech communities th into elementary instruction. Again, almost regardless of the po tongue speech communities, one or more larger and more powerful quired in upper elementary, secondary, and tertiary education. Bot TOGETHER lead to more rather than less foreign language teaching together also indicate that diversification and uniformation in la concomitant tendencies in modern times. The smaller world, the br neither entirely the one nor the other. It will, indeed, require ing in order to be one world, and even in order to exist to and bey

The problem of modern man is not that he does not love, but that he er number of loves than ever before: love for himself, love for hi neighbor nearby, and love for neighbors at successive distances bring with them an additional language. Ultimately modern man will to fully demonstrate the parable that to know another is to love know him, and nothing is more centrally identified with us or wit guages we speak best and most. The language teacher's potential ture of mankind is a fateful one indeed. Would that we will all ahead or, failing that, that we will not permit our personal faili tal goals and perspectives.

Central States Foreign Language Confe

The CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES has been scheduled for April 18-20, 1974, at the Marc Plaza Hotel in Milwaukee, Wisconsin. There will be a panel of business and corporation leaders on language teaching; 16 interest and eight specific language sessions; and song lore mati CLAP STRE MISS

Will Foreign Languages Still Be Taught In The Year 2000?

(Continued from page 15)

(who are always the last to understand reality since they are so convinced that it is merely their task to create it) that the fraternity of mankind requires a recognition and acceptance of mankind's diversity and of the creative use thereof. Thus, it is the dialectic between uniformation and diversification which must be seen not only as the true foundation for sharply increased foreign language teaching by the year 2000 but additionally as the true foundation for much of what is most challenging and creative in modern society (local, regional, and international) the world over.

Overall, therefore, the cut-and-dried yes that we originally gave as an answer to the question in the title of this paper is, in reality, a very resounding yes. Isn't the world getting smaller all the time? Exactly, and that is the chief reason that more, rather than less, foreign language teaching will be done in the year 2000. Almost regardless of the size and power of mother tongue speech communities these are being admitted into elementary instruction. Again, almost regardless of the power and size of mother tongue speech communities, one or more larger and more powerful languages are being required in upper elementary, secondary, and tertiary education. Both of these trends taken TOGETHER lead to more rather than less foreign language teaching. Both of these trends together also indicate that diversification and uniformation in language and culture are concomitant tendencies in modern times. The smaller world, the brave new world, will be neither entirely the one nor the other. It will, indeed, require foreign language teaching in order to be one world, and even in order to exist to and beyond the year 2000!

The problem of modern man is not that he does not love, but that he must integrate a larger number of loves than ever before: love for himself, love for his family, love for his neighbor nearby, and love for neighbors at successive distances. Most of these loves bring with them an additional language. Ultimately modern man will be sufficiently mature to fully demonstrate the parable that to know another is to love him, to love him is to know him, and nothing is more centrally identified with us or with others than the languages we speak best and most. The language teacher's potential contribution to the future of mankind is a fateful one indeed. Would that we will all be equal to the task ahead or, failing that, that we will not permit our personal failings to color our societal goals and perspectives.

Central States Foreign Language Conference

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Lectores Escriben/Readers Write

Estimada Ms. Kern:

Con mucho beneplácito de mi parte, he estado recibiendo regularmente desde hace ya varios meses la revista bilingüe Materiales en Marcha. Publicaciones como ésta, que dan realce tanto a una lengua como a otra, son las que realmente necesitamos para ir despertando un mayor entusiasmo entre los jóvenes por el estudio de las lenguas extranjeras.

Son mis deseos el seguir recibiendo la revista, la cual ya está siendo bien recibida por los demás miembros de la Sección de inglés del Departamento de Humanidades de la Universidad de Oriente.

Quedo de Ud.

Atentamente,

Omar Aguilar
Comisión Becas de Postgrado
República de Venezuela

Dear Ms. Kern:

I want to congratulate you on your daily chores and efforts that you and your staff put in to come out with important communications and materials in your Materiales en Marcha. Your information on bilingual-bicultural education and on Chicano culture no doubt will benefit the millions of Chicanos and Spanish-speaking people living in the Southwest and throughout the country.

Sincerely,

Ramón L. Merlos, Director
Cooperative Teacher Corps
University of Illinois at Chicago Circle

Dear Staff:

I am writing this in English because I do not know the correct words in Spanish to express my enthusiasm and gratitude for Materiales en Marcha. It has been extremely interesting for me to receive it. I think that sometimes our efforts go unappreciated. I wanted to write and let y'all know that I, for one, do certainly appreciate your work. Keep it up! Muchas gracias siempre. ¡Es una revista de valor altísima!

Yours very truly,

Al Williams
Professor de español
Patterson School
Lenoir, North Carolina

Editores Extranjeros Y Directores Y Distribuidores De Los E.E.U.U. Se Reunen

(Continua de la página 3)

los temas discutidos en la agenda de esa tarde fueron los siguientes: las características del sistema educativo de los E.E.U.U., el alcance de la educación bilingue-bicultural, las poblaciones estudiantiles que serán afectadas por los programas bilingües-biculturales así como legislación reciente y futura en cuanto concierne a la educación bilingüe.

Las características del sistema educativo de los E.E.U.U. en las cuales se puso énfasis fueron las de autonomía local y universalidad.

El alcance federal del esfuerzo bilingüe-bicultural abarca aproximadamente 215 programas bajo el título VII ESEA y alrededor de 40 proyectos ESAA para los cuales 35 millones de dolares se han alocado para el año fiscal 1974-75. Las poblaciones estudiantiles afectadas por programas bilingües-biculturales enumeran aproximadamente unos 300,000 aunque debieran alcanzar unos 5,000,000 de

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Foreign Editors And U.S. Directors And Distributors Meet

(Continued from page 3)

education system, the scope of the bilingual-bicultural effort, student populations that are and will be affected by bilingual-bicultural programs, and recent and future legislation referring to bilingual education.

Characteristics of the U.S. education system that were emphasized were local autonomy and universality. The scope of the federal bilingual-bicultural effort encompasses approximately 215 ESEA Title VII projects and approximately 40 ESAA projects, for which $35 million has been appropriated for fiscal year 1974-75. Student populations that are being affected by bilingual-bicultural programs number approximately 300,000, but the 5,000,000 Spanish-speaking students in the U.S. should all be affected. Further significant statistics shared in the session were: the U.S. has the fifth largest concentration of Spanish-speakers in the Americas; the average annual Spanish-speaking immigration into the U.S. is 100,000; the

estudiantes hispanoparlantes en los E.E.U.U.

Otras estadísticas significativas que surgieron en la conferencia fueron las siguientes: los E.E.U.U. tienen la quinta población mayor de hispanoparlantes en las Américas; el promedio anual de imigrantes de habla hispánica a los E.E.U.U. es de 100,000; la natalidad de hispanoparlantes en los E.E.U.U. es el doble de los de habla inglesa, a la misma vez el número de hispanoparlantes en las escuelas se está multiplicando a una tasa cuatro veces mayor que el promedio nacional.

Las siguientes leyes legislativas en efecto y por efectuarse concerniente a la educación bilingue fueron repasadas: el proyecto de ley de Cranston y Kennedy; los estatutos sobre la educación bilingue de los estados tales como California, Massachusetts, Nuevo México y Tejas. Se hizo mención de que hay catorce estados con estatutos mandatorios sobre la educación bilingue.

Bartolomé Bonet, Subdirector General de Exportación del Ministerio de Comercio en Madrid, y Alberto Pico, Agregado Comercial de España en California invitaron a todos, de parte de las casas editoriales, a regresar esa noche a compartir "una copa de vino español" y entremeses. Esta invitación fué recibida con gran entusiasmo por todos los concurrentes, la mayoría de los cuales asistieron al evento.

La mañana siguiente se reanudó la conferencia por varias horas. Temas adicionales en la agenda que se discutieron fueron breves datos históricos sobre MAP, sus éxitos, detalles sobre sus actividades presentes y futuras; datos sobre las pautas de adopción de libros de textos en los diferentes estados y los resultados obtenidos de pruebas de campo hechas con materiales educativos extranjeros.

Representantes del gobierno español en estas conferencias fueron los señores Bonet y Pico. Representantes de las casas editores fueron los señores E. López Mezquida, Ecir; José Luis Rodríguez y Martín Cobos, Hijos de Santiago Rodríguez; Ramón Casals, Casals; José María Arola, Arola; Francisco Jiménez Garrido, Hiares; Germán Sánchez Ruipérez, Anaya; María Rosario

birth rate of U.S. Spanish-speakers is twice that of English-speakers; and the number of U.S. Spanish-speakers in school is multiplying at a rate four times larger than the national average. Among recent and future legislation referring to bilingual education that was reviewed were the Cranston and Kennedy bilingual education bills and bilingual education statutes from states such as California, Massachusetts, New Mexico, and Texas. It was mentioned that 14 states have statutory mandated bilingual education.

Bartolomé Bonet, Subdirector General de Exportación del Ministerio de Comercio en Madrid, and Alberto Pico, Agregado Comercial de España en California, invited everyone, on behalf of the Spanish editors, to return to the Cotillion Room that evening for "una copa de vino español" and hors d'oeuvres. Their invitation received an enthusiastic response from their fellow conferees, almost all of whom attended.

The following morning the meeting resumed for several hours. Additional subjects on the agenda were brief historical facts about MAP,

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The following morning the meeting resumed for several hours. Additional subjects on the agenda were brief historical facts about MAP,

its successes, details about its activities, and its future; data about textbook adoption guidelines in different states; and results obtained from field-testing of foreign educational materials. The publishers' representatives were particularly interested in the field-testing information, as it affects the revision of their materials to make them more relevant to U.S. Spanish-speaking students.

Finally Bonet offered, on behalf of the Spanish editors, to send several U.S. bilingual-bicultural educators to Spain in the spring to see how similar the Spanish instructional systems are to their own. Such a visit should enable them to make more effective and efficient revisions recommendations.

Publishers who have already agreed to participate in the revisions program are: Anaya, Bruño, Casals, Ecir, Everest, Hijos de Santiago Rodríguez, Macario Fernández, Magisterio Español, Narcea, P.P.C., Santillana, S.M., Teide, and Vicens-Vives of Spain; Central de Promoción (Limusa and Trillas), Fernández, and Novaro of Mexico; and Arica of Peru.

Blázquez, Narcea; José Antonio López Martínez, Everest; José Barco Ortega, Magisterio Español; Abilio Fraile, S.M.; Sam Laredo, Santillana; José María Burgos, P.P.C.; Emilio Sempere, Libros Españoles; Juan Santa-Eulalia, Bruño; José María Gallach, Ciesa; José Porter Moix, Porter; Manuel Mas Santacreu, Unexport-Seis; Rosario Rahola, Vicens-Vives; José María Esteban, Alhambra; Miguel Mestres, Labor; Luciano Fossati, Edunion; Carlos Moretón, Iber-libros; Narciso Nadal Oller, Ciprise; José Nacher Soler, Científico Medina; Angel Fernando Tordesillas Galan, Unión Exportadora Editorial, Oriol Tremoleva, Unión Librera Intercontinental; and Gabriel Abad, Lespo. Representantes de las casas editoras mexicanas fueron los señores Gonzalo Godínez, Trillas; Manuel Roché Mendoza, Limusa; y Rodolfo Lagler y Mariana Morillo, Novaro.

ABOUT OUR AUTHORS

(Continued from page 21)

Exmoor School; Dade County, Florida, Public Schools; Appalachian State Teachers College; Universidad Central, Quito; Catholic University, Guayaquil; Our Lady of the Lake College, San Antonio, Texas; and Antioch College, Yellow Springs, Ohio. He is the author of Metodología para la Enseñanza de Idiomas Extranjeros *(San Antonio: Our Lady of the Lake College, 1967) and* The Development of Education in Ecuador *(Coral Gables: University of Miami Press, 1971) and the translator of Paulo de Carvalho-Neto's* The Concept of Folklore *(Coral Gables: University of Miami Press, 1971),* Folklore and Psychoanalysis *(Coral Gables: University of Miami Press, 1972), and* Folklore in South America *(Coral Gables: University of Miami Press, 1973). In addition, his articles and book reviews have appeared in numerous periodicals.*

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BOUT OUR AUTHORS

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cation in Ecuador (Coral Gables: University of Miami Press, 1971) and the translator of Paulo de Carvalho-Neto's The Concept of Folklore (Coral Gables: University of Miami Press, 1971), Folklore and Psychoanalysis (Coral Gables: University of Miami Press, 1972), and Folklore in South America (Coral Gables: University of Miami Press, 1973). In addition, his articles and book reviews have appeared in numerous periodicals.

Spanish government representatives at the meeting were Bonet and Pico. Spanish publishers' representatives were E. López Mezquida, Ecir; José Luis Rodríguez-Martín Cobos, Hijos de Santiago Rodríguez; Ramón Casals, Casals; José María Arola, Arola; Francisco Jiménez Garrido, Hiares; Germán Sánchez Ruipérez, Anaya; María Rosario Blázquez, Narcea; José Antonio López Martínez, Everest; José Barco Ortega, Magisterio Español; Abilio Fraile, S.M.; Sam Laredo, Santillana; José María Burgos, P.P.C.; Emilio Sempere, Libros Españoles; Juan Santa-Eulalia, Bruño; José María Gallach, Ciesa; José Porter Moix, Porter; Manuel Mas Santacreu, Unexport-Seis; Rosario Rahola, Vicens-Vives; José María Esteban, Alhambra; Miguel Mestres, Labor; Luciano Fossati, Edunion; Carlos Moretón, Iber-libros; Narciso Nadal Oller, Ciprise; José Nacher Soler, Científico Medina; Angel Fernando Tordesillas Galán, Unión Exportadora Editorial; Oriol Tremoleva, Unión Librera Intercontinental; and Gabriel Abad, Lespo. Mexican publishers' representatives were: Gonzalo Godínez, Trillas; Manuel Roché Mendoza, Limusa; and Rodolfo Lagler and Mariana Morillo, Novaro.

The U.S. distributors were: Jean Gabriel, European Book Company; Rodolfo Allen, Pan American Book Company; Frederick Arch, Spanish Book Corporation of America; and Bernard H. Hamel, Spanish Book Store. The U.S. bilingual-bicultural education leaders were: Leonard Fierro, California; Jeanne Gallegos, California; María García, California; Ricardo Hernández, Texas; Paul Juárez, California; Arcadia López, Texas; Toni Micotti, California; Frank Murphy, California; Awilda Orta, New York; Carmen Pérez, New York; María Elena Riddle, California; Carlos Saavedra, New Mexico; Miguel Salinas, Oregon; and Juan Solís, Texas. MAP staff members at the meeting were: Frances López Beckers, Parallel Curricula Coordinator; Helen E. Díaz, Field-testing Coordinator; Rafael Fernández, Director; Ann Kern, Editorial Coordinator; Lucille Neves, Workshop Assistant; Doris Wolff Rivera, Editorial Clerk; Iris Santos Rivera, Curriculum Adviser; Claudine H. Ruppé, Administration and Revisions Secretary; and Federico Vidaurri, Curriculum Adviser.

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